

# CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION



NOVEMBER, 1956

---

---

# CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

---

---

VOLUME XXV

NOVEMBER, 1956

NUMBER 2

---

---

The California Journal of Elementary Education is published quarterly in August, November, February, and May by the California State Department of Education. It is distributed without charge to school officials in California primarily concerned with the administration and supervision of elementary education and to institutions engaged in the training of teachers for the elementary school. To others the subscription price is \$1.00 a year; the price for single copies is 30 cents. Subscriptions should be sent to the Bureau of Textbooks and Publications.

Entered as second-class matter September 13, 1932, at the Post Office at Sacramento, California, under the Act of August 24, 1912.



## EDITORIAL BOARD

ROY E. SIMPSON, Superintendent of Public Instruction

JAY DAVIS CONNER, Associate Superintendent, and Chief, Division of Instruction

HELEN HEFFERNAN, Chief, Bureau of Elementary Education

IVAN R. WATERMAN, Chief, Bureau of Textbooks and Publications



## CONTENTS

### ORGANIZATION OF INSTRUCTION, IMPROVEMENT OF CURRICULUM, AND GUIDANCE SERVICES

	Page
Editorial Comment and News Notes.....	65
What Is a Young Adolescent?.....	<i>Faith W. Smitter</i> 69
A Philosophy for the Education of Young Adolescents	
	<i>Helen Heffernan</i> 82
Planning a School Plant to Meet the Needs of Young Adolescents	
	<i>Oliver McCammon and Reese Walton</i> 89
The Integrated Program in the Intermediate School	
	<i>Grace Hendrickson</i> 95
A Seventh Grade Studies the People of the Eastern Hemisphere	
	<i>Edward Hayduk and Fred Newton</i> 107
Parents Are Important in the Education of Young Adolescents	
	<i>Stella Broholm</i> 120

## EDITORIAL COMMENT AND NEWS NOTES

### THIS ISSUE OF THE JOURNAL

This issue of the *California Journal of Elementary Education* was prepared to answer many of the inquiries which have come to the State Department of Education regarding organization of instruction, improvement of curriculum, and guidance services for girls and boys enrolled in the seventh and eighth grades of elementary schools in California.

A grand total of 363,596 pupils were enrolled in grades seven and eight of California public schools on March 31, 1956. Of the total enrollment, 195,225 pupils were enrolled in junior high schools; 168,371 in elementary schools. The enrollment in junior high schools showed 99,065 pupils in grade seven and 96,160 in grade eight. The enrollment in elementary schools showed 86,225 pupils in grade seven, 82,146 in grade eight. The junior high school is organized to provide girls and boys in early adolescence the experiences they need to help them make the transition from work in the elementary grades to that of the next higher level. Similar provisions are being made for the girls and boys in grades seven and eight of elementary schools. In making these provisions the elementary schools are confronted with a problem that differs somewhat from the one confronting the junior high schools. Both, however, must give full attention to housing, personnel, curriculum, special education, and guidance. The educative experiences offered young adolescents in all instances must be of such character and quality that pupils are prepared to be successful in their continuing educational endeavors.

Elementary school districts currently serving 168,372 girls and boys in seventh and eighth grades have organized in a variety of ways to meet the needs of young adolescents. This issue of the *Journal* is largely devoted to a description of how

one of these districts, the Hawthorne Elementary School District in Los Angeles County, has endeavored to provide a sound developmental program. In 1954-1955, the Hawthorne school district had an average daily attendance of 4,657. Approximately 900 of these pupils were in grades seven and eight.

The superintendent and governing board of the Hawthorne Elementary School District have consistently followed a policy of making use of all available resources. Personnel from the State Department of Education has worked with the Hawthorne staff on problems of curriculum, guidance, evaluation, research, and special education. Bernard J. Lonsdale, Consultant in Elementary Education, State Department of Education, has provided consultation service to the district. His work has been most helpful in the development of a vigorous, spirited program for the girls and boys in grades seven and eight. The office of the Los Angeles County Superintendent of Schools has contributed to the quality of the educational program through personnel from the divisions of elementary education and research and guidance. Experts who participated in county institutes have been invited by the district to hold in-service education meetings and to consult on special problems. The Hawthorne School District participated in the Co-operative Council for In-Service Education through which the University of California, Los Angeles, and the public school personnel who were Council members made available resources for a unified attack on common problems.

The Hawthorne Elementary School District has systematically directed attention to the problem of providing functional school plants in which a program adapted to the nature and needs of young adolescents could be efficiently carried on. The professional staff in the central office, with the full support of building administrators and teachers, has consistently sought to provide dynamic learning experiences for young adolescents, to secure increasing participation in the school program by the children's parents, and to develop pervasive interaction with the community.



In connection with the preparation of this issue of the *Journal*, it is difficult to mention all the persons who contributed because the materials presented are the product of many conferences and continuing committee work. Ruth Price, Curriculum Co-ordinator, Hawthorne Elementary School District, collaborated in the planning required and participated in the conferences. Service from the Division of Research and Guidance, office of the Los Angeles County Superintendent of Schools, was given by Berdine J. Jones and Sybil Richardson, consultants in the division. Vivian K. Cox, Consultant from the Division of Elementary Education in the office of the Los Angeles County Superintendent of Schools, assisted in planning the content. During the spring and summer of 1956, Dr. Richardson reviewed all the materials and made suggestions regarding ways it might be improved.

The Bureau of Elementary Education, State Department of Education, hopes that publication of this description of the program offered by Hawthorne Elementary School District in grades seven and eight will be of assistance to elementary school districts enrolling seventh- and eighth-grade girls and boys. The importance of early adolescence in the development of human personality is well known. The program the school provides for them should represent the best thinking of parents and teachers as well as the young people themselves. The citizens in each community generally are profoundly concerned in making certain that all the influences surrounding the development of youth be conducive to each girl and boy making maximum achievement as worthy citizens of a democratic society.

#### ACEI STUDY CONFERENCE IN LOS ANGELES IN APRIL

The 1957 Study Conference of the Association for Childhood Education International will be held in Los Angeles, April 21 to 26. "That All Children May Learn" is the theme of this meeting of teachers, school administrators, parents, and others concerned with children from the ages of two to twelve.

General sessions will feature speakers of importance in the fields of child development, child welfare, and education. Visits to schools, child care centers, and recreation centers in the greater Los Angeles area will be made in conjunction with work of study groups on subjects of interest to registrants. Many materials and books will be exhibited.

The conference is open to anyone concerned with children. Registration fee is \$12; undergraduate student registration fee \$4.50. No provision is made for single day registration since the program is planned as a unit.

#### BIBLIOGRAPHY OF BOOKS FOR CHILDREN NOW READY

The 1956 edition of the *Bibliography of Books for Children* issued by the Association for Childhood Education International is now off the press. The bibliography of 132 pages lists more than two thousand titles including old favorites and the best books for children published through December, 1955.

Books are listed according to their content and the age of the child who might benefit from them.

The price is \$1.50 a single copy, with 20 per cent discount allowed on lots of 25 or more. It may be ordered from the Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D.C.

#### COVER PHOTOGRAPHS

The photographs used on the cover of this issue of the *Journal* were planned by Grace Hendrickson, Principal, Hawthorne Intermediate School, in consultation with Bernard J. Lonsdale, Consultant, Bureau of Elementary Education, California State Department of Education. William Stabler, photographer, Bureau of Audio-Visual Education, State Department of Education, took the pictures.

George Geiger, Assistant Superintendent, Long Beach Public Schools, arranged to secure the photographs used on the cover of the August issue. Through an oversight credit was not given in that issue.

## WHAT IS A YOUNG ADOLESCENT?

FAITH W. SMITTER, *University Extension Division, University of California, Los Angeles*

Seventh- and eighth-grade pupils were moving down the corridors and across the school grounds toward the auditorium unaware that they were being observed by an interested group of adults. An advisory committee of parents, teachers, and the school administrator had just completed their meeting and were now watching these pupils through the window of the principal's office.

"The most apparent need of girls and boys of this age is participation in many group activities," explained Mr. Swenson, the school principal. "They want to be independent and at the same time they want to conform to group standards and practices. Each one needs the approval and recognition of fellow students. Each one needs to feel that he belongs."

"It is amazing how much girls and boys of this age differ from one another," he continued. "Roger and Ramon, for example, are small for their age; Marian has matured earlier than most of her classmates. Annette comes nearest to what we might call an average seventh-grade pupil. Virgil has been slow in development because of many illnesses."

"Many of these youngsters have just begun to grow rapidly," he said. "The girls are usually taller and heavier than the boys. They appear to be nearly two years beyond the boys in their development. Of course, certain girls are still childlike in size and interests. Many of these less developed children find it difficult to keep up with the others in sports. They are quite sensitive about lack of skill and stamina in physical activities."

"In speaking of individual differences we should be aware also of the usual variation in intelligence," said Miss Edwards, the school psychologist. "And particularly revealing to us are

the many special interests that begin to appear during these ages. Virgil has shown talent in mechanical drawing this year. It has been such a good way, too, for him to overcome his timidity and apparent feeling of inadequacy. Ramon seeks this same satisfaction through strumming on his ukulele, which is almost a part of his daily attire. Marian spends all her spare time sketching and Roger buries himself in the engrossing pages of popular science books and magazines. Our teachers have found that these special interests of children not only can be used but must be used in stimulating worth-while study and research. Recognition of such interests is most important in helping pupils to find themselves and to make a successful adjustment to the group."

*Percival.* Miss Edwards then pointed out a boy standing near the auditorium entrance who was apparently waiting for a friend. "Perk is an interesting boy. He has improved tremendously this year. To see him there, it is hard to believe that he was such a problem to his teacher when he entered this school just a year ago."

"Yes, I remember him well," commented Mr. Robles, the boy's counselor. "His full name is Percival, a name which has troubled him since kindergarten days. His problem was comparatively simple to deal with once we learned what it was that bothered him. A name is such a personal thing and many times a short respected nickname prevents the teasing that the full name inspires.

At this moment, Perk's friend came up the walk and they went into the auditorium where the first "get together" of the year was about to start. Mr. Swenson turned from the window and spoke:

"We have girls and boys from many areas in our school now, many of whom have many adjustments to make, more than the normal problems of adjustment of a preadolescent who has lived in one place all his life. Of course, there is the usual small nucleus who grew up here and who aided the teaching staff in making the orientation a little easier for these newcomers

who virtually felt that they were strangers on an alien shore. Perk is one of these pupils. Since he illustrates so well the problems in adjustment faced by such a large per cent of our pupils, we might consider him for a minute. Mr. Robles, you have worked so closely with Perk, you could tell his story much better than I."

"Perk has been a most interesting seventh-grade pupil," stated Mr. Robles with a smile. "Perk's parents for a number of years were migratory agricultural laborers. Last year his father found a job in an industrial plant in the community and the family began to experience a degree of permanency never before known to them.

"Our boy, Perk, was next to the youngest in a family of eight children. The many years of insecurity and constant mobility experienced as a member of such a family left their effects on Perk. We first noticed him because he was not interested in his school work and was belligerent toward everyone, pupils and teachers alike. Perk's teacher noticed that several times during class discussions, Perk seemed unduly sensitive about his name. His classmates, quick to observe this, began to call him Percival at every opportunity. Perk became increasingly belligerent and hostile. Through class discussions the teachers led the girls and boys into an awareness of their responsibility toward new pupils. The pupils participated in planning ways in which newcomers could be welcomed and helped. Our Big Brother program for new and incoming pupils was an outgrowth of this project. Perk's teacher helped him to complete some special responsibilities in the classroom. His status was improved by this and also by the opportunity to share with his classmates information about the many states through which he had traveled and particularly about sections of California. Perk gained new stature in the group and now he is able to be a Big Brother to Joe who enrolled this week."

*Virgil.* As Mr. Robles ended his story, Mr. Swenson commented, "That story is no different from one you might find today in any school district in California. All young adolescents



have to meet the problems of growing up. It is much harder for some than for others. Virgil, for instance, has been handicapped in learning because of a multiplicity of health problems. Not only are his vision and hearing impaired but he is slight and underweight for his age and is frequently incapacitated by asthmatic attacks. His parents have been unable to help him adequately both because of financial problems and because of limited understanding. He actually felt failure and defeat and retaliated by fighting, sulking, and truancy."

*Richard.* Miss Edwards continued, "Dick was much more fortunate in having good health and an attractive appearance. His problem was emotional because of parental pressures at home. Although test findings indicate that he was a low average level of mental ability, his mother has overloaded him with piano and organ lessons and insists that he spend at least three hours every night doing homework. He is compared unfavorably to two younger sisters and is constantly harassed by expectations of achievement that he can never attain. He feels rejected and unworthy and carries his apathetic attitude into the school situation. He has few friends and is resentful of adults who try to help him. His tensions mount until released through temper tantrums which alienate him from the group even more."

*Annette.* "Annette, on the other hand," said Mr. Robles, "had a similar problem of pressures and tensions. She is the oldest of four children and has had to assume responsibilities far beyond her years. Opportunities for social experience and for happiness are practically nil except for those we can provide at school. She has become a tense perfectionist and tends to withdraw increasingly from contacts with other people. She is a beautiful girl but reminds one of a wax model, so careful is she to betray no sign of emotion. Our problem is to break through her protective shell and bring the real Annette into happy contact with others. Her classmates consider her an authority on homemaking and child care and last spring she and Marian designed a miniature home and furnishings which we

were proud to exhibit at the county fair. Annette was radiant in the acclamation that she received from the other girls and boys."

*Marian.* "It is curious that Annette and Marian have worked so well together," observed Miss Edwards. "Marian is different in so many ways. She is a girl who has matured early and has had unusual opportunity for successful social activities. She has parents who have given her affection and security. Outgoing and friendly, she is tremendously active in her many interests. Grown up and sophisticated at times, she is like a little girl at other times. She is well liked by her classmates but seems to enjoy dating older boys. Her interest and ability in art, as well as her experiences in baby sitting, have constituted a common ground of interest between her and Annette."

*Roger.* "I wish Marian would take an interest in Roger," laughed Mr. Robles. "Boys also tend to build protective shells around their sensitive egos. You remember him, I know, not only because of his interest in science and reading but because he had the highest score in the mental ability tests that Miss Edwards gave this fall. In his personality pattern he is the male counterpart of Annette. Withdrawn, meticulous, tense, he seeks an outlet in daydreaming and fantasies about scientific inventions. His father, a mechanic at a nearby aircraft plant, was born in one of the Baltic countries and speaks with a decided accent. He has no understanding of a boy who enjoys reading and intellectual activities. A son acceptable to him would be one who gave tangible evidence of interest and ability with machinery. Because of Roger's immaturity in co-ordination, his withdrawal tendencies and his present ineptitude in arithmetic, his father calls him dumb and is not reticent about declaring his status to neighbors, friends, and fellow workmen."

*Roy.* "Poor Roger, it is too bad that he and Roy could not exchange places for awhile," sighed Mr. Swenson. "Roy, a large, well-formed boy who went on to high school this term as a part-time student, was famous here not only for his mechanical ability, but for his proclivity for earning money. He kept

the projector in perfect condition and enjoyed helping Mr. James, the custodian, tinker with the electric mower, or the furnace, or the buzzer system. He was an able boy but not intellectually inclined. Roger's father would have admired him greatly."

"It is surprising and pleasing to me as a parent that you school people know all these young people so well and are so interested and concerned in each one individually," remarked Mrs. Ellis, the president of the Parent-Teacher Association, as the committee broke up. "It truly is a difficult task to grow up, and it is essential that school personnel and parents work together closely in order to guide these girls and boys safely and smoothly through their adolescent years. I have enjoyed the opportunity to observe these seventh- and eighth-grade children and to learn something about their characteristics and needs. It will help me to be a better parent and counselor to my gay little Sally."

#### CHARACTERISTICS OF EARLY ADOLESCENCE

Mrs. Ellis is right. Seventh- and eighth-grade pupils have entered the difficult and important period of mastering the developmental tasks of adolescence with such help as they can get from parents, teachers, friends, and community resources. Because the school is the laboratory in which many of these tasks are learned, teachers study and observe these young adolescents and look to the findings of research to help them to understand the needs of children of this age.

In every group of seventh- and eighth-grade pupils are the counterparts of Virgil, Marian, and Ramon; of Perk, Annette, Roger, and Roy each tentatively testing the shaky structure that bridges the gulf between the comparative peace and security of childhood and the anxieties and independence of adulthood.

#### *Physical Growth and Development*

The rapid physical growth and development of girls and boys during the period of early adolescence is obvious and inescap-

able. From the time they enter the seventh grade until they enroll in the ninth grade they are changing in height, weight, physical proportions, facial characteristics, and are showing the manifestations of rapid development in many ways. Equally pronounced changes are occurring emotionally, socially, and intellectually. The sequence of growth changes is inevitable for all, but each child grows at his own rate and in his characteristic pattern. Children do not keep pace with each other during the continuous cycle of development. Neither does development occur in the same way for any two individuals. Not only is there great variation in physical development among individuals in any group of seventh- and eighth-grade children, but maturity in most girls is earlier than in most boys. The fact that Virgil is so much smaller than most of his age group may indicate that his period of rapid growth is yet to come. In the meantime his self-esteem may be lowered because his social status with his age group is threatened.

Not all parts of the body grow synchronously, so that the disproportionate development may cause certain individuals to go through stages of humiliating awkwardness. The endocrine balance is radically altered. The temporarily increased activity of the thyroid gland increases the metabolic rate which in turn may incite emotional unrest and quicker fatigue.

The young adolescent's concept of himself is greatly influenced by his physical appearance and development and he is deeply concerned about his adequacy and his acceptability by other people. Development of proficiency in one type of activity, excluding all others, is a frequent means of compensating for feelings of inadequacy. Many become shy, submissive, withdrawn, and many seek escape through daydreaming and some through truancy. Roger's immersion in reading and Virgil's frequent and prolonged absences from school are forms of such attempts at escape.

Bodily changes result in changed attitude and reaction. This is particularly noticeable in the sensitivity of the young adolescent to sexual development. Because of their earlier maturity,

girls become particularly concerned and bewildered. With the establishment of the menarche at about this age important changes in behavior patterns may occur. Almost without exception girls react to this significant portent of adult sexuality with increased attention to their appearance, with the avoidance of vigorous exercise, with daydreaming, and with an increase in heterosexual interests. These physiological changes imply for them that they will soon be playing the role of women. Some of the boys, also, will be expressing bodily changes by taking more interest in the opposite sex.

In her preparation for playing the adult role, the girl attempts to meet the feminine model of being lovely and admired by being a good mixer, and by being concerned with personal matters. The boy adopts aggressive behavior, participates wholeheartedly in sports, strives to achieve and master, and, in general, to become accepted as a man. As an illustration of this, Marian is anticipating the grown-up status through her play with puppets and with her participation in dramatics. Annette prides herself on being an authority on child care. She may be unconsciously aware that she will need this knowledge to play her life role as a mother after a few years.

#### EMOTIONAL AND SOCIAL DEVELOPMENT

Bewilderment and perplexity are felt in varying degrees of intensity by many young adolescents. When it is realized that these children have little background of experience from which to derive answers, how large, indeed, some of these problems must loom. At the basis of every problem is conflict, and severe conflict is marked by emotional unrest. Insecurity, fear, tension and anxiety—these are the hallmarks of early adolescence. Each child will be affected, but the degree to which he will be affected depends upon his personality structure and the environmental pressures to which he is subjected.

Why is Roger dissatisfied with his curriculum? Why does Dick constantly use behavior that alienates the other children? Why does Annette feel that her world must be so rigidly struc-



tured? Why is Ramon so quiet and retiring? The answers to these and other questions lie in a careful consideration of the needs and conflicts that these children face.

Conflicts can be apparent such as open breaks with parents, or concealed such as worry over friends, clothes, family insecurity. These conflicts are peculiar to our culture since it should be remembered that in this transition period between childhood and adulthood, much variation can be found depending on the society in which it takes place. For instance, in our culture modern life has held children in a dependent role for longer and longer periods of time. This has resulted in a lengthening of the transition period and has aggravated the problem that youth has of establishing his independence as a person.

The stress and strain resulting from discord with adults, particularly parents, is upsetting for all concerned. The adult often does not appreciate the fact that the youngster is learning new roles and that he, the adult, must change his attitude and behavior to conform to this emerging personality. This period of life is often marked by conflict with siblings. Younger brothers and sisters challenge the growing independence of the adolescent with their intrusion on needed privacy.

For many parents this is a period of painful disillusionment. They find that the parental role is in serious jeopardy. The rebelliousness, moodiness, and secretiveness of their offspring is baffling. The adolescent, on the other hand, often feels that his parents are hopelessly behind the times and he turns to his age mates for recognition and comfort. The parent who has little insight into his child's needs may cause the youngster emotional difficulties. Consider Dick whose mother is constantly trying to "train" him as she would a small child. Dick is carrying his resentment over into other areas of social relationships. His teacher might do much to give him insight into his conflicts.

In the attempt to establish independence, the adolescent employs many devices, the meaning and use of which often are not clear to outsiders. In effect, these techniques set the child

apart in groups which are subcultures. The subcultures have their distinguishing signs: secret language, peculiar dress, and compulsive ritual. The members of one clique may all wear the same color of shoelaces. In another, all may bleach a hair lock. In still another, everyone may have passwords and may have to prove himself by performing some daring or dangerous deed.

In this culture within a culture, the adolescent is striving for personal independence and recognition. He is experimenting with the previously mentioned devices in an attempt to find himself. By identifying himself with a group this attempt is made easier. While much of this behavior is relatively harmless, a certain amount is causing concern to society. Certain children find themselves in trouble because the group insists that they participate in unwholesome activity. Indulging in liquor, dope, and sex activity are cases in point. Most of this behavior stems from the need to prove personal adequacy and is more common among older students than during the period of early adolescence.

Conformity to contemporary group patterns is the predominant trend. The strong influence of the child's peers is keenly felt. When the young adolescent does not get the approbation and companionship of his age group, much unhappiness can result. Socially, the child who does not receive the support of his age group faces isolation. He stands to lose much since it is only through the give and take of peer companionship that he learns to orient himself in life. Who can say, for instance, how much Ramon has lost in this respect due to his frequent absences from school? Making the situation more difficult for the young adolescent is the fact that much of his behavior is deplored and condemned by adults who do not understand its motivation nor the needs that it reveals.

Group pressures are added to the growing number of problems faced by the young adolescent at school. Many adolescents are frustrated with the problems that result from the multiple demands of scholastic and athletic activity in school. Many children, who have for years been lagging in their school work,

now find themselves in a precarious position academically speaking. The weaker and less well-co-ordinated children find themselves scorned and unwanted in group games.

In the imperative drives of increasing maturity many of these children are trying to make tentative decisions in the areas of future vocational choice and the choice of educational and training program to prepare for that future goal. Pressures in the environment are forcing them to make decisions before they are ready. Parents many times are unable to withhold their own dreams and hopes for their children and are forcing these young people into inappropriate considerations and activities thereby increasing tensions, frustrations and unhappiness in these girls and boys who are ambivalent in their feelings toward ultimate adulthood. They strive for independence and yet long for a continuation of the more secure, familiar period of childhood.

Behavior reactions during the period of early adolescence will inevitably be many and varied. They are adjustive techniques employed in an effort to keep the personality structure in equilibrium. Adjustment is a matter of degree in specified areas. For instance, in the area of social adequacy variation may go all the way from Marian's pleasant, co-operative, outgoing personality to Ramon's unsure, retiring, "inging" behavior.

Considerable aberrant and undesirable behavior results from the pressures evident at this time. Many individuals show anxieties and hypersensitiveness. Others make impulsive attachments and rejections. Much evidence may be noted of daydreaming, fantasy formation, exaggerated self-assertiveness, regressive timidity, and other intense behavior patterns. Withdrawal behavior answers many problems inherent in situations demanding too much of the young adolescent. The shy, quiet behavior of Ramon is an illustration of this. The idealism and hero worship shown by many adolescents is a pseudo form of emancipation from adult direction and control.

Annette, the perfectionist, is a child who in actuality is searching for security. Her rigid behavior and desire for an un-

varying environment is the answer she has found to the anxiety which a changing and threatening personal world arouses. The resistance and negativism that Dick shows is his answer to demanding adults who are insisting that he occupy a childlike role.

The youngster who has learned already to adapt easily to his surroundings is the one who is likely to have the least difficulty at this time. It may be assumed that childhood difficulties are at the root of the most serious adolescent problems. From this it may be predicted that the secure and competent adolescent will probably be the emotionally happy adult.

Many children resolve conflicts by taking an interest in constructive activities. Others derive great satisfaction from participation in athletics. Motion picture attendance is at its peak, as is, also, the desire to listen to romantic and adventurous radio and television programs. The boys enjoy adventure and outdoor life, while the girls enjoy romantic and social activities. Parties, popular music, dancing, and romantic stories are enjoyed by the adolescent. He likes to be a collector. He collects letters, photographs, mementoes and articles of sentimental value. He often develops a hobby and rides it enthusiastically.

The increasing urge of the young adolescent for emancipation from families and from adult direction becomes a conflict when parents are unable to understand this feeling as well as the adolescent's need for peer group membership and participation. A tendency develops for children and adults to become socially remote from one another. The need for intimate associations with youth of their own age is increased during this period because adolescents are apt to feel that they are little understood by the adult world. Group acceptance and approval becomes more important than approval of parents and teachers. At the same time the young adolescent needs to feel that he belongs to his family.

In so many cases, parents are unable to communicate their affection and acceptance in an appropriate way and the child feels rejected and anxious. He is deeply affected by parental

conflicts. A child who suffers because of conflict between parents or because of a broken home needs more than the usual amount of understanding and reassurance from adults. He needs the knowledge that his interests and his welfare are important to his parents and teachers.

Lack of such interest and approval too frequently drives the child to undesirable behavior in a misdirected effort to satisfy his need for attention and acceptance. Close contact with understanding adults is essential in preventing the tremendous difficulties which adolescents experience in learning to identify themselves with adult roles.

The adolescent who cannot make friends and who consequently cannot fulfill his basic need to be an accepted and participating member of a peer group suffers. He needs all the help he can get both at school and at home. He is quick to respond to real understanding and will repay with his confidence and respect.

In contrast to the many doubts and indecisions faced by the young adolescent is the need for establishing a system of values by which to live. A great many of these young people are reacting to a heightened sensitivity and concern with spiritual matters. They are showing an increased sense of responsibility for their actions and are developing an idealism that makes acceptance of the realities of life difficult.

To many of them life becomes even more perplexing when their earlier hopes and aspirations have proved to be illusions and figments of a dream world. They are overwhelmed with feelings of futility and defeat. They are seeking a lodestar to guide their quest for the verities of life.

It is not strange that many youngsters turn to ruminating about the deeper mysteries of life. Questions about the meaning and purpose of human existence, afterlife, eternity, never-ending space—all these and others—seem to be a normal part of the thinking of these children. Later, as problems of a more practical nature crowd in from the adult world, this preoccupation with the mysteries of life tends to lessen.



## A PHILOSOPHY FOR THE EDUCATION OF YOUNG ADOLESCENTS

HELEN HEFFERNAN, *Chief, Bureau of Elementary Education,  
California State Department of Education*

Education for young adolescents, as for those in every other period of human development, aims to help each individual learn to live his daily life well. The years of early adolescence can be particularly productive of ability on the part of youth to find increasingly effective means for meeting their life situations as individuals and as members of groups. The seventh- and eighth-grade years should represent a stimulating period of learning and further development toward desired social ends, because with increasing maturity, each youth can take greater responsibility in designing his destiny and in directing his efforts toward understanding himself and realizing his purposes.

The democratic theory of life is basic to the educational program devised for the American public schools. A democracy depends upon an enlightened citizenry. Basic to progress in any society is a sound program of general education in which all the people participate. One of the fundamental needs of the presently designated "backward nations of the world" is the need for a universally accessible program of free public education for every citizen. The present standard of living in our country can be largely attributed to a recognition of the necessity of education with guarantees the best growth and development of every member of its population in order that citizens may deal effectively with major social problems.

Teachers generally are convinced that a democratic society is more than a form of government; it is a mode of associated group life; it means sharing, co-operating, and friendly living together. Democracy seeks to make provision for the good of all its members on equal terms; it accepts the principle of volun-

tary choice; it recognizes that changing conditions may necessitate readjustment of social institutions but that such changes can be effected through peaceful and orderly means by a self-governing people. A sound educational program will reflect these principles as the surest way of producing citizens who can take a dynamic part in achieving social progress.

#### DEMOCRATIC EDUCATION RECOGNIZES INDIVIDUAL VARIATION

The great variability of needs, aptitudes, and interests of early adolescence has been conclusively established by systematic nationwide study of unselected youth. These differences call for a curriculum adapted to the complete range of educable youth. The worth of each member of the school population and all types of constructive effort must be respected, and this respect must be shown by the school's offering. The program of a democratically conceived education must meet the needs of all who go to school.

#### NEEDS AND INTERESTS OF YOUNG ADOLESCENTS ARE BASIC TO SOUND EDUCATION

Although many studies have revealed the needs, interests, and problems that are common during early adolescence, local investigation with expert interpretation is essential, and the results should be applied to the immediate situation. In such studies, youth, teachers, and community citizens have an important role; nor can such studies be made "once and for all," because changing conditions of family and community living demand frequent re-examination of the question, "How well is our current educational program meeting the needs, interests, and problems of girls and boys presently enrolled in our seventh and eighth grades?" Such a continuous evaluation will result in making more spirited educational experiences constantly available to the young adolescents of the community.

Each individual is an organic unity. He reacts to experience as a total entity with physical, social, intellectual, and emotional aspects. He is not an organism in isolation, he exists in an en-

vironment—a whole social situation. An interactive relationship exists between the individual and his environment; the entire social situation educates the whole being.

Learning is a creative process involving the whole living organism and the whole environmental situation. Every constructive learning act results in expanded power and in achievement for the organism. Youth learns as he grapples with the problems his life situation presents.

Participation in worth-while activities that youth chooses or accepts under wise teacher guidance contributes to the integration of personality and to social development. As youth grapples with situations that are purposeful and meaningful to him, he enters into these experiences with eagerness, earnestness, and integrity. A growing structure of integrity, personality, and character is the anticipated outcome of the educative process.

#### EDUCATION MUST PROVIDE FOR SATISFACTION OF INSISTENT IMPULSES

Certain dominant life needs gradually emerge with adolescence. Physiologically, puberty indicates a preparation for mating; psychologically, it turns youth from his childish interest in himself and dependence on adults; socially, it marks an introduction to the opportunities and the responsibilities of maturity.

Although certain human impulses and social drives seem intensified with the onset of adolescence, the young person continues to have the generally recognized needs of all human beings—the need for security, recognition, companionship, friendship, adventure. These are the common drives of humanity which determine the dynamic core of personality. The school must give recognition to these common human urges, but teachers of pupils in the seventh and eighth grades have the additional problem of taking cognizance of the natural development due to maturation and furnishing the social situation and educative experiences necessary to continuity in the developmental trends of adolescence so there may be healthy satisfaction of insistent impulses.

### YOUTH MUST HAVE WIDE AND VARIED EXPERIENCE

The scope of the educational program should be as broad as life itself, but for continuity in growth, each youth must experience life at his level of maturity. Paramount in the experiencing of youth is growth in ability to think independently. Young adolescents should be encouraged to read widely, to consult authorities, to make visits, to go on study trips, and to meet life situations which involve critical analysis, discrimination, making judgments and drawing tentative conclusions. Appreciation of the privileges and responsibilities of the present is derived from examination of and participation in life activities. These experiences may be deepened by a critical understanding of the aspirations, struggles, and problems of civilization through past ages. The cultural and scientific heritage of the past has value as it enables a youth to interpret and reconstruct his own experiences. The scientific approach is the creative approach. Critical thinking in meeting genuine situations develops power to meet the problems of democratic living.

### YOUTH'S INTERESTS ARE SIGNS OF AWAKENING POWER

Educational outcomes are more certain when school activities coincide with the major constructive interests and the felt needs of youth. These learning experiences are as varied as the needs of the school population in all types of communities but they provide ways through which a youth feels he increases the effectiveness of his living. When the school program is built on the characteristic needs of girls and boys of this maturity level, they feel satisfaction in their progress and will recognize more readily immediate and deferred values.

If interest is accepted as a sign of inner power and a prediction of future development in the field of the interest, then it becomes obvious that interest must be a significant motivating force in every classroom. Every teacher must be constantly alert to the genuine urges and drives of youth. These give direction for participation in planning activities in which interests expand, needs are met, difficulties are overcome, and problems

are solved. Interest-motivated enterprises stimulate exploration into realms of organized knowledge, participation in planning, and carrying through plans. In the process, skills are improved and socially significant knowledge, attitudes, and appreciations are acquired.

### YOUTH MUST BE ACTIVE PARTICIPANTS

Learning does not happen as the result of the something the teacher does to the learner. Learning results from a pupil's active participation in the teaching-learning situation. The school must be a place for wholesome adolescent living in which the motivating elements are the intrinsic values and the recognized usefulness of the experiences provided. Factual material is not taught in isolation, but the solution of problems calls for contributions from many fields of knowledge and their rational application to the needs and endeavors of the learners themselves.

School control is increasingly the purposeful and joint responsibility of girls and boys and teachers rather than a matter of dictated authority and imposed discipline. This does not mean that the faculty relinquishes responsibility for guidance and leadership but that the focus is ever on leading girls and boys to acceptance of higher levels of responsibility for their own achievement and their own behavior.

The same type of full partnership in the worthy endeavors of the school should characterize the adolescent's role in his home and community. The young adolescent will soon take his position as an adult in adult society. The degree to which he brings maturity of judgment to his adult role will depend to a considerable degree upon the patience and wisdom of adults responsible for his induction into his new role and the practice afforded him in his home and community. The school, therefore, must work in closest co-operation with mothers and fathers of young adolescents. School life needs also to include many co-operative community enterprises in which youth and adults work together in the interests of community welfare.



## THE TEACHER OF YOUNG ADOLESCENTS

When education is accepted as directed growth, the importance of individual guidance operating on a sound mental health basis is immediately apparent. The school with its wide range of individual differences and its multiple opportunities makes guidance a service to which every teacher contributes. Although every school needs the services of guidance specialists, the guidance responsibilities of each teacher are of tremendous significance.

Guidance implies understanding individual girls and boys through knowledge obtained from revealing educational experiences and cumulative personnel studies. On the basis of this understanding, guidance involves helping each girl and boy to make maximum worth-while personality adjustment and establish wholesome social relationships. At the early adolescent level, guidance means a continuing opportunity to learn about the vocations in which men and women engage in order to help the young person to direct his thinking to the life work in which he is most likely to be happy and successful.

Teaching which focuses on the needs of individual children is more likely to be productive of a realistic evaluation of the educational program than one which centers solely on subject matter achievement. When teachers are thinking of the interests, needs, and abilities of individual children, they are likely to become increasingly aware of the need of greatly diversified curriculum offerings, of the opportunities to improve the guidance values in school activities, of the necessity of keeping policies and procedures consistent with democratic principles and of the great responsibility of the school for individual welfare and social progress.

Broadening the curriculum offerings for seventh- and eighth-grade pupils by the addition of homemaking or shop courses, enrichment by additional music and art courses, or by providing for the exploration of a variety of interests will not alone solve the problem of meeting the needs of young adolescents. A more searching examination of the entire program is needed to pro-

duce the spirited, stimulating, inspiring quality of living and learning needed in schools for young adolescents.

Like all teaching, the teaching of young adolescents is an intensely personal relationship. It calls for teachers who are more interested in the growth and development of girls and boys than they are in subject matter content; teachers who are well-informed and have a rich cultural background; teachers who have warm human sympathy and understanding of human needs; teachers who are strong and vigorous and stable; teachers who delight in living and working with girls and boys.

To attract such teachers requires stimulating leadership in the school administration. Teachers will respond to administrators who have deep concern for the welfare of youth, who are courageous, positive, tolerant, and enthusiastic; who are able to stimulate human powers and who see their role as one of inspiration, technical assistance, encouragement, and appreciation of work well done more than one of operation of a business office or maintenance of a school plant.

A school for young adolescents provides a climate where girls and boys grow in love of truth, in ability to use freedom, in social awareness, in appreciation for beauty; a climate conducive to self-discovery, self-control, and self-realization; a climate where each, regardless of original endowment, may become a happy, well-balanced personality with integrity of being. Such a school requires the co-operation of teachers, administrators, parents and members of the community working as a dedicated team to help youth to realize fully the ideals for which schools were established.

## PLANNING A SCHOOL PLANT TO MEET THE NEEDS OF YOUNG ADOLESCENTS

OLIVER McCAMMON, *Superintendent*, and REESE WALTON, *Assistant Superintendent*, Hawthorne School District

The opening of the Hawthorne Intermediate School culminated a co-operative effort in which many people in the community of Hawthorne, California, had participated. For several years, citizens and educators had worked together to build a school designed for children in the seventh and eighth grades, one that was designed so that the special needs of this age group could be effectively met.

The educational program that the building was designed to implement was based on the conviction that young adolescents learn best in a school environment in which one teacher has major responsibility throughout the school year for the guidance of the girls and boys in each class; that a curriculum that provided for homemaking, shop, music, and art activities would be of great benefit to young adolescents; and that the educational program must be designed to offer certain well planned exploratory experiences in which pupils are free to choose those in which they will participate. In addition to meeting the needs of young adolescents and their teachers, the governing board of the Hawthorne School District made every effort to secure a school plant which would be of maximum use to the community during after-school hours.

### HOW THE SCHOOL AND COMMUNITY WORKED TOGETHER

Many people contributed to the planning for the Hawthorne Intermediate School. Parents, teachers, and pupils met in several planning meetings with the school administrators, school board members, and the architect. Meetings were held with the school secretaries and custodians to obtain suggestions about

the design and layout of the facilities they were to use. Many helpful ideas were offered by these groups. For instance, the building of an adequate custodian-maintenance workroom in the administrative unit was one result of this collaboration.

While the school was being constructed the policy of discussing the various problems encountered with the people who were actually to use the facilities was followed. Six years of use have proved that this approach to school planning leads to the erection of a school plant that satisfactorily meets the needs of all who use it.

About 850 girls and boys now come from six elementary schools in the district to Hawthorne Elementary School to complete the seventh and eighth grades. When they have completed these grades they generally enroll in one of two four-year high schools in the Centinela Valley Union High School District.

#### WHAT THE SCHOOL IS LIKE

Hawthorne Intermediate School has 23 classrooms, an administrative unit, a health unit, a multipurpose unit that contains a music room, shop and homemaking centers, a photography laboratory, and an arts and crafts room. The plant will be complete when a shower and locker unit is constructed for use in the physical education program. The school plant was built in four increments of work under the State's public school building loan program. All buildings are frame-stucco construction. Kistner, Wright & Wright of Los Angeles provided the architectural and engineering services.

*Classrooms.* Large classrooms, 30 feet wide and 32 feet long, provide adequate space for the pupils and teachers to engage in a wide variety of learning activities. These classrooms contain the following features:

1. Approximately 60 feet of book shelving
2. A magazine storage rack
3. Approximately 110 square feet of cork display space
4. An individual sink with a drinking fountain

5. Walls of fir plywood
6. Lighting furnished by concentric ring fixtures
7. Outside louvers on the south side
8. Ceilings and upper walls covered with acoustical tile
9. Asphalt tile floor
10. Plastic top counters with sinks

The first eight classrooms built were heated with a forced air unit, but in later construction radiant-type floor heat was used.

*Homemaking Center.* The homemaking unit is adequate for providing pupils exploratory experiences in cooking, sewing, etiquette, personal grooming, and healthful living. One room that is 30 feet wide and 60 feet long contains a cooking area equipped with three gas ranges, an electric range, a refrigerator, a sink and dish washer unit, storage cabinets, and work counters. Two dressing rooms equipped with wash basins and mirrors provide a center for personal grooming. The sewing area is equipped with six sewing machines and tables that have individual work trays. When not in use the sewing machines may be stored in space provided for them in the wall counter units. The living and dining room area opens onto an outdoor terrace through glass sliding doors. An automatic clothes washer, dryer, ironer, and electric irons are available for use in providing experiences in laundering which is an integral part of the homemaking program.

*Shop.* The shop which is 30 feet wide and 75 feet long contains six two-place workbenches and adequate storage for lumber and material. An alcove serves as the teacher's office and the drafting area. A paint spray booth is located in the northeast corner of the room. An arts and crafts area equipped with an electric kiln is located in the west portion of the room. The power tools available include a table saw, jigsaw, grinder, planer, and sander.

*Multipurpose Unit.* The multipurpose unit consists of an assembly room 50 feet wide and 70 feet long. Equipped with



folding wall-type tables and benches, the room also serves as a cafeteria. The unit also contains a music section with practice rooms and dressing rooms located behind the assembly room and separated from it by soundproof sliding doors.

*Administrative Unit.* The administrative unit houses the offices of the school principal, assistant principal, and the school nurse, a combination teachers' lounge and community-use room which is used for conferences, teachers' committees, and some small community group meetings, and rooms used for storage.

*Special Instructional Rooms.* Many special facilities are available for use in elective activities including photography, lapidary work, jewelry making, and ceramics. These facilities are provided in certain classrooms. A teacher who is especially interested in a particular elective is assigned a room equipped for such activity. For example, one of the classrooms which has a fully equipped photography laboratory is assigned to the teacher who guides pupils in learning photography.

*Other Functional Features of the School.* Other facilities planned to make the plant useful and interesting include the following:

1. A large outdoor case near the school entrance and two outdoor bulletin boards along the covered passageways provide for displays.
2. A public address system outlet in each classroom provides for classroom communication, listening to educational radio programs, and the exchange of programs between classrooms.
3. An athletic equipment storage room with a Dutch door located at the end of one classroom unit provides for the efficient distribution of supplies.
4. An area 10 feet wide and 30 feet long permits extensive gardening activities.

#### THE SCHOOL PLAYGROUND

Because of the limited size of the school site, the playgrounds are planned for the fullest utilization possible. The site is at-

tractively landscaped. The following landscaping and site development projects have been completed:

1. *Turf Areas.* About 100,000 square feet of available playground that has turf is watered by an underground sprinkler system equipped with playground-type sprinkler heads. Softball is played on three diamonds located on the turf. Space is also available on the turfed area for touch football, kick ball, and other outdoor activities.
2. *Asphalt Paved Areas.* Approximately 20,000 square feet of area that has an asphalt surface is used for four basketball courts, volleyball courts, and similar games.
3. *Bicycle Parking Accommodations.* Almost 300 bicycles are ridden to school daily. An asphalt paved 15-foot driveway extends along the west side of the site from street to street providing adequate bicycle parking. Most of the bicycles are parked with their kick stands. Bicycle parking racks are provided for those bicycles without kick stands.
4. *Outdoor Lunch Areas.* A covered outdoor lunch area with tables and benches is situated on one side of the multipurpose area. A serpentine concrete block wall provides protection from the prevailing west wind.

#### USING WHAT WAS LEARNED IN PLANNING A NEW SCHOOL

In September, 1956, a second intermediate school was opened in Hawthorne. Planning for this new school followed a pattern similar to the one employed in planning the first school. However, planning with those who were to use the facilities was given even greater attention than for the first school.

From experience in the development of the Hawthorne Intermediate School the following lessons were learned and used to advantage in constructing the second intermediate school:

1. The importance of having a well-defined plan for the school program prior to planning construction

2. The value of having a conference room at least one-half the size of a regular classroom
3. The need for a 24-station homemaking center to accommodate both girls and boys
4. The need for on-the-site parking for the faculty and visitors
5. The importance of planning facilities to house snack dispensing machines
6. The need for adequate storage space for shop projects in process
7. The necessity of providing in various classrooms the space required for a variety of elective activities
8. The need to provide adequate storage facilities in the multipurpose room for use by Scout groups and the parent-teacher association

The intermediate program in Hawthorne has provided young adolescents with an effective transitional experience from elementary school to high school. The program followed and facilities available have offered favorable opportunities to make the change in organization gradually and without interrupting the continuity of the children's educational development.

## THE INTEGRATED PROGRAM IN THE INTERMEDIATE SCHOOL

GRACE HENDRICKSON, *Principal, Hawthorne Intermediate School*

The program of instruction offered by Hawthorne Intermediate School reflects the consideration that has been given to the needs and developmental tasks characteristic of the early adolescent, the purposes for which our society educates its children, and the ways in which human beings learn. Brief descriptions of the factors that were given major attention in relation to each of these follow.

*Needs and developmental tasks characteristic of the early adolescent.* The young adolescent is facing many demands and pressures related to his own quickened maturation. This period of rapid growth brings new concerns and discoveries about himself. At the very time that personal problems are most preoccupying, twelve- and thirteen-year-olds must build more independent relationships with adults and learn more mature ways of working and playing with their peers.

*Purposes for which our society educates its children.* Our society has given clear direction that the goal of education is citizenship in a democracy. The outcomes sought during the intermediate school years must lead toward the objectives of self-realization, economic efficiency, civic competency, and human relationships.

*Ways in which human beings learn.* Effective learning occurs when the learner is personally involved in establishing and meeting his own goals. Learning is accelerated when the learner's experiences are meaningful, that is, when they are related to his drives and interests and interrelated so that he may integrate his experiences.

### THE CORE CURRICULUM ENABLES TEACHERS TO EMPHASIZE PERSONAL GUIDANCE

Giving appropriate attention to the items enumerated brought out the following principles which form the framework for the curriculum used in the Hawthorne Intermediate School:

1. Every child should be well known as a person by at least one adult and should have a 'home base' where his possessions and products are permanently stored.
2. Major learnings should be organized around meaningful problems and interrelated as much as possible. Learning experiences should have continuity and should reinforce one another.
3. Group membership should have enough stability to enable each child to feel comfortable and secure.
4. Provision should be made for individuals to have the stimulation of occasionally participating in new groups.
5. The young adolescent should have many opportunities to deepen his special interests and to develop new interests.
6. The personal and social problems of young adolescents make it necessary for their teachers to assume difficult guidance responsibilities. If teachers are to know the unique abilities and concerns of the children they teach, the number of teacher-child contacts must be sufficiently limited to give the teacher the necessary time.

In the light of these principles, the Hawthorne Intermediate School uses a core curriculum. As shown in the accompanying charts, each group of seventh- and eighth-grade children is assigned to one teacher for the entire morning period from 8:30 to 12:00. About an hour a day is devoted to the solution of problems in social studies and the related sciences. As they work on these problems, children develop understandings of geography, history, civics, and science. In doing this work they learn and practice the skills required in acquiring information through listening, discussing, reading, and writing.



## TYPICAL SEVENTH-GRADE SCHEDULE

8:30-12:15	CORE CURRICULUM: Social Studies, Language Arts, Science, Mathematics
10:00-10:30	Music (twice a week)
10:30-11:00	Physical education
12:15-1:00	Lunch
1:35-2:25	Monday: Student Council activities Tuesday, Wednesday, Thursday, Friday: Elective Classes
2:25-3:00	Homemaking, Industrial Arts—12 weeks each

## TYPICAL EIGHTH-GRADE SCHEDULE

8:30-12:15	CORE CURRICULUM: Social Studies, Language Arts, Science, Mathematics
10:15-11:00	Homemaking—12 weeks Shop—12 weeks
12:45-1:30	Lunch
1:35-2:25	Monday: Student Council activities Tuesday, Wednesday, Thursday, Friday: Elective Classes
2:25-3:00	Physical Education

In the social studies program for the seventh grade emphasis is given to the unit of work "How People Live in the Eastern Hemisphere"; in the program for the eighth grade to the unit "How Our Country Fosters the Democratic Way of Life."<sup>1</sup>

In studying "How People Live in the Eastern Hemisphere," experiences are planned for children in the seventh grade that will help them to develop understandings regarding what the Eastern hemisphere is like, how life in each of the countries in the Eastern hemisphere compares with life in our country, and how all countries of the world are interrelated. Because seventh-grade children are new to the school, the first weeks are devoted to orientation experiences and to activities which help the teachers and children to become acquainted. These often include making a community survey beginning with nearby facil-

<sup>1</sup> See *Educating the Children of Los Angeles County*, Course of Study, the Board 1956, and *The Study of Democracy*, Los Angeles County Social Studies Curriculum Supplement, #2, 1953, for detailed analysis and grade overviews.

ities and services. Many aspects of community life are then considered continuously as children compare and contrast ways of living in the Eastern hemisphere with their own. The community is thus used as a laboratory in which the children extend their understandings to people in many countries of the world.

In the eighth-grade social studies program, the children study our country and government intensively. Since the young adolescent's new experiences must be linked to familiar events and personal concerns, the study is begun by focusing upon the family, the school, the church, and the community as groups in which girls and boys participate. The pupils may consult several sources to secure information about laws that immediately affect them: the California Education Code, local or county zoning ordinances, the State Vehicle Code, and labor laws regarding the employment of minors. As children discuss in groups and consider the effect of government upon their daily lives, they examine many significant aspects of the American tradition and learn about our leaders, great historical events, ideals, values, laws, relations with other countries. They begin to realize that their heritage has taken years to build and must be maintained and extended.

Following their work in the social studies the children work during the remainder of the morning in developing skills in language arts and mathematics and studying other subjects required by the California Education Code. The guidance and supervision that is provided by their teacher encourages continuity of vital learning experiences throughout the morning. The teacher's knowledge of the children, their interests, and concerns makes it possible for him to help the children to organize their many learning experiences into a meaningful and purposeful design.

Activities in instrumental music, homemaking, and industrial arts are planned for twelve-week periods. These and physical education may be scheduled for fifty-minute periods during the morning or for the hour following the elective classes. Because of large enrollments, homemaking experiences have been of-

ferred only to girls and industrial arts experiences only to boys. However, with the opening of the new school, it is hoped that both girls and boys may have these experiences. A special music teacher who is a member of the school staff now works with each seventh-grade group twice a week. The special art teacher does not work directly with the children but serves as a consultant to teachers in the school district. These and other specialists teach elective classes in their special fields.

Teachers who are new to the school often feel some uneasiness about their responsibility for planning the learning experiences for the core program. However, they soon agree that the advantages of working with one group of children outweigh the difficulties they encounter in planning the experiences. Their work with the core program has convinced the staff that this program in combination with the one for special interest groups meets young adolescents' needs most effectively.

#### ELECTIVE CLASSES STIMULATE AND EXTEND CHILDREN'S INTERESTS

To recognize the young adolescent's strong drives to explore, to experiment, and to investigate, the Hawthorne Intermediate School program has for many years made provision for a variety of special interest groups. The children call these "elective" classes. Most of these classes meet for a fifty-minute period four days a week for six weeks. During the course of the year, every girl and boy has the opportunity to explore six electives, making a total of twelve in the two years of his intermediate school attendance. In addition, the child may enroll in an elective during the four-week summer school that is held in July.

During the past ten years the number of electives offered has increased as the district has been able to purchase new equipment and to hire teachers with talents and hobbies that are needed to enrich the program. The idea was launched with a small staff and little special equipment. Teachers, parents, and children were so enthusiastic that the number of classes has steadily increased to a total of 40. Among the classes recently added are photography, jewelry making, square dancing,

public speaking, advanced mathematics, ceramics, dramatics, shop, electricity, Spanish, chess, model building, sketching, mechanical drawing, boys' and girls' problems, gardening, story hour, baby-sitting, and future teachers. The offerings change and are added to each year according to the interests expressed by the children and the talents possessed by members of the teaching staffs.

Setting-up the program requires several hours at the beginning of the year but after the initial organization rescheduling at each six-week interval is not difficult. After the first few weeks of school, the teachers are asked to suggest elective classes which they would like to teach. What classes will be taught is decided upon by the entire staff. Each teacher is requested to write a short paragraph describing the activities he plans for the special interest class he will teach. These brief descriptions are mimeographed and sent home with each child. An accompanying note asks the child's parents to help him choose the six electives which he would like to include in his year's program. These selections are written on a 4 x 6 inch card and sent to the office where children are enrolled in the elective classes they have chosen to attend during the first six-weeks period. At the end of six weeks the cards come in again and the children are assigned to another elective if the one in which they are enrolled does not run for more than six weeks. Certain elective classes such as chorus, future teachers, and dramatics may run for 12 weeks to accomplish their goals. While the size of a few groups must be limited, during the year all children are able to take part in their chosen electives. Occasionally, changes are made when a child finds that he does not enjoy the elective he has chosen, but this is surprisingly rare.

Sometimes certain of the electives suggested by the teaching staff are not selected by the children. When this happens an attempt is made to find courses to replace those that have not proved to be popular. The number of situations of this kind that arise is becoming smaller as the school has learned to assess children's interests with greater precision.

The popularity of each elective course depends largely upon the teacher's enthusiasm for the course and the skill he displays in conducting the course. This is clearly brought out in the following typical comments written by the children in the spring of 1956:

I like leathercraft because of a wonderful teacher. I also like it because I had never done any leather work before and it was very interesting.

I have enjoyed my typing elective more than any other and I am very thankful to have been in it. I cannot say enough for it. Mrs. F. is one of the nicest teachers I have ever met. She gives you courage and it helps a lot. I do wish we were able to have some new machines, but anyway I think it is wonderful.

I like my crafts accessories elective class very much. My teacher is very nice and if there is someone who does not understand something she helps them as much as she can to do things better. Some of the materials are fairly high in price but if you sell them they bring the money back. We make several kinds of wood fiber flowers, earrings, and pins.

I think good grooming is a good elective class because it helps many girls to be attractive in a good way. It tells you how to take care of your hair, shoes, make-up, and many other things. I liked this class because I found out a lot of things I didn't know that really needed attention.

Although good grooming is part of the homemaking program for girls, we have found that the time allotted (60 minutes daily for 12 weeks for eighth-grade girls) is not sufficient. A strong need for many elective classes related to personal problems is repeatedly expressed in the children's suggestions. A characteristic comment made by one girl follows:

I would like to have very small classes in dramatics. I would like to be in all of the plays so I could learn to overcome my shyness.

On the basis of the children's suggestions, dramatics and several other classes are now limited to enrollments of 20. Sometimes



the popularity of certain electives surprised the staff as witness the following remark:

I think I have got a lot out of brush-up math class. I have learned speed and accuracy in doing problems. I like the teacher very much. If we were going to have more time for electives I would like to repeat it.

A boy from a Japanese family recently arrived in the United States wrote:

I think you should have more boys' homemaking because boys should at least know how to make their own bed and wash their clothes. The cooking was very educational. Mrs. S. was wonderful.

Another boy expressed his reaction to homemaking in the statement that follows:

I kind of like boys' homemaking and I'd like to repeat it. It's a place where a boy finds out what most women groan about, but I think it's fun to cook, plus everything else about it.

That electives also help children to understand and to accept themselves is revealed by a comment such as the following:

I didn't like dramatics much, I'm not much for acting, and I guess I'll never be good in music, but I enjoyed it.

The preceding comments point out but a few of the numerous opportunities teachers have to give individual guidance in their elective groups. The special interest classes are informal and develop a group camaraderie quite typical of that found in clubs. The teacher's interest in the elective and knowledge that each child has selected the course lead to desirable working relationships.

Introducing and carrying through a new elective which the children have suggested requires much research and extra work by the teacher. Many teachers, however, feel that they are richly repaid for doing the required work by the deepened interests and understandings which both they and the children develop. Since a teacher volunteers for the elective class rather than being assigned to it he does the job with zest and enjoy-

ment. Teachers sometimes request changes in assignments, for they find that by teaching different elective courses they are getting opportunity to explore new fields. For example, one teacher has taught electives in art, girls' problems, brush-up math, and advanced math. The importance of giving generous commendation to teachers for their work in the program is great. A personal note of approval left in the mailbox or a report of an enthusiastic parent's reaction to a teacher's class will go a long way in deepening a teacher's satisfaction and zest in the work.

The activities carried on in the elective concerning future teachers illustrate the extent to which attention is given to the full scope of teaching. The children first learn about human growth and development by reading, conferring with the nursery school director and teachers of various classes, and observing different age groups as they participate in various kinds of activities. The children are then assigned as assistants to the teachers of children in grades below the seventh grade. The activities in which they take part include gathering and preparing art materials and supplies, reading stories and poems to the class, teaching a game, and leading current events discussion. Each future teacher engages in activities suited to his talents and personality.

The period immediately following lunch has been found to be the best time of the day to schedule elective classes. The teachers and children regard the electives seriously. They are not regarded as play activities but as important work experiences. Each Monday the period for electives is used for meetings of the Student Council, Safety Council, and other groups necessary for children's involvement in the operation of the school. This eliminates a child having to choose between participating on the Student Council and an elective class in which he is especially interested.

It was also discovered that it is not wise to schedule orchestra or band during the elective class period, for frequently parents want their child to participate in these activities while the

child's interest is in one of the electives. The instrumental groups have therefore been scheduled so that such time conflicts will not occur.

The co-operation and wholehearted support of the superintendent of schools and his professional staff and the enthusiastic support given by the teachers have made the elective program possible. The superintendent keeps well informed by visiting the class often. He is on the lookout for "bargains" in equipment as he visits the war surplus stores. The school has recently acquired several looms, a rock polisher, and additional photographic and copper plating equipment to enrich our elective activities. Meetings of the parent-teacher association and other parent groups throughout the district are frequently devoted to informing parents about the activities of the intermediate school. The teachers in turn let the principal know about any activity of special interest that is being carried in the school and when some group or individual has done outstanding work so that visitors may be invited to see the work. For example, the teacher of the art elective suggested that the drawings of the group be displayed for open house. The pictures were arranged by the children around the walls of the room and many people came in to enjoy them. The parent-teacher association's program planning committee has asked that one meeting each year be devoted to explaining, displaying, and presenting work of the elective groups. Representatives of the elective classes have told about their work and displayed products at meetings of community organizations, professional conferences, and for high school and university classes.

The professional staff of Hawthorne Intermediate School feels that the elective classes meet many needs of young adolescents. At this age many girls and boys have developed highly specialized and diverse interests. Some are fascinated by arts and crafts, others are concentrating upon scientific or mechanical abilities, and others are engrossed in personal and social concerns. Those children who have not already developed strong interests often are intent upon exploring many new in-

terests as a way of testing themselves and of understanding their abilities. Since most elective classes are designed to further the children's interest and to help them solve their personal problems, the courses seem realistic and practical to the children. Many children are helped to see clearly the immediate purposes in learning. Teachers sometimes report that a child who has been resistant or unresponsive in the classroom seems to be a different person in the elective group.

Participation in the special interest groups places girls and boys in groups that are quite different from those of their classroom groups. Belonging to one regular classroom group and to the special groups provides a stimulating variety. Teachers enjoy sharing their hobbies and interest with children and report that many constructive relationships are fostered in the elective program.

#### STUDENT ACTIVITIES FOSTER A SENSE OF MATURITY AND INDEPENDENCE

The group in each classroom in which the core curriculum is carried on elects two representatives to the student council. The student council plans many activities which are conducive to widespread participation of the pupils. Members of the council work together in committee or with the groups in their classrooms for an hour each Monday. The allotment of this time in the school schedule eliminates problems involved in releasing certain children from classes to participate in student council work. More important, the attention of the entire school is focused at one time upon school life and the operation of pupils' affairs. During this period the teachers help all children to understand such concepts of government as the meaning of representation, appropriate criteria for election, and the distinction between consensus and majority rule. The weekly Student Council period highlights certain important phases of school life.

The student council has worked co-operatively with the student body in developing a student handbook and in planning

orientation activities for sixth-grade girls and boys. Committees on safety, assembly, and schoolgrounds are active. The recreation committee plans noontime social activities. Representatives of the council plan an important part in the Annual Youth Conference of seventh- and eighth-grade children from three neighboring school districts. Council representatives list all the problems discussed in the core curriculum activities, present the problems for study by the Conference, and reports the conference's recommendations to each class. In May, 1956, the conference was organized in five workshops on "Boy-Girl Relations," "The Family," "In School," "Understanding Ourselves," and "Me and My Future."

The following recorder's report from one of the workshops reveals the careful preparation made for the conference and the skills of democratic citizenship which are being learned and practiced in the conference by the girls and boys who attend.

In the first workshop meeting discussion leader June Grace asked for the questions the representatives had gotten from their classrooms. Seventeen questions were presented. We reviewed each question to see if there were any two questions enough alike so that one of them could be removed from the list. We found that each of the questions included at least some small point that the others had not. All the questions remained on the list to be discussed in the buzz groups.

In the second workshop meeting the questions were read one at a time and after each question was read the recorder of the buzz group told the answer his or her group had arrived at. For the most part each group had the same answer, but where there was a difference we discussed the question again to arrive at a general agreement.

Allotment of time within the school's weekly program for student council activities encourages widespread participation in the operation of school life and enables teachers to teach consciously the specific skills needed by citizens in our democracy.



## A SEVENTH GRADE STUDIES THE PEOPLE OF THE EASTERN HEMISPHERE

EDWARD HAYDUK, *Principal, Yukon Intermediate School*, and FRED  
NEWTON, *Vice Principal, Hawthorne Intermediate School*<sup>1</sup>

The Hawthorne School District provides opportunity during the summer for teachers who wish to work together on problems of curriculum, guidance, and school organization. During one summer session, many teachers asked for time to consider the teaching of social studies. We were dissatisfied with the results of our teaching. We wanted to know how to make the study more interesting to children, to explore new methods of teaching, and to learn better ways of providing for the differences always found in our groups. We were uncertain about the learning activities that should be included in the social studies and wanted answers to many questions that were bothering us. How could we better evaluate the program at the end of the year in relation to all aspects of child growth? How could we help the children in our classes to become better citizens? By what means could we help the children develop greater respect, tolerance, responsibility, and co-operative attitudes and feelings for others?

During the session we met in two groups—the eighth grade teachers to consider these questions in relation to the study of democracy, the seventh grade teachers to formulate plans for teaching with increased emphasis on the people of the Eastern Hemisphere. In our first meetings we found that we were by no means in agreement regarding how the questions should be answered. Many differences were expressed concerning the content of material and the teaching methods to be used. We found that the methods of evaluation used ranged from ex-

<sup>1</sup> Before appointment to their present positions, Mr. Hayduk and Mr. Newton taught intermediate grades in the Hawthorne School District.

tremely long formal tests to informal discussions. All of us, however, had common interests and concerns.

In informal discussions we decided to extend first our knowledge and understanding of the particular age group we taught. Perhaps, we thought, if we know the children in our classes better, know what we might expect of them, and what they expect of us, we will be able to plan and work with them with increasing efficiency. We wanted to know more about the normal differences to be found among young adolescents, the kinds of differences we might expect, and effective ways of meeting these differences.

Some of the teachers showed particular interest in finding out how children learn and how concepts and understandings are deepened. Others were concerned with understanding the total growth of each child and with recognizing the stages of development through which the human organism passes.

Teachers working alone and in small committees sought the information desired through professional reading, observation of children's behavior in various situations, and interviews with children, and reported the results of their work to the group. As we read, studied, and discussed, each one's knowledge began to fit into a pattern of thinking that brought deepened understandings of the needs and interests of the young adolescent.

To help us pull together the answers to our questions, our principal arranged a meeting with a consultant from the office of the County Superintendent of Schools. The consultant helped us to organize our information and pointed out many implications for our teaching of the social studies.

Our next step was to center our attention on determining the kinds of experiences we would provide the children in our classes. Together we agreed upon and listed the understandings, the attitudes, and the skills which we thought the children should have opportunity to acquire. Our first lists were helpful as guides in the subsequent planning of units of work. Some of the outcomes with which we were concerned were listed under such broad headings as the ones that follow.

*Developing wholesome social relationships within the school,  
at home, and in the community*

Helping the child to know himself and his role in these groups

Helping the child to understand his peer group and develop wholesome attitudes toward peers and adults

Helping the child to define and solve his problems

*Understanding people in large and distant groups, especially people of the Eastern Hemisphere*

People everywhere have similar needs.

People engage in similar activities to meet these needs.

The location of people on the earth influences how they live, dress, the work they do.

The history or heritage of peoples affects their living today.

People of the world are interdependent upon one another; international co-operation is essential to survival.

All countries of the world are interrelated and interdependent.

Many traditions and customs in the various countries of the world are changing.

*Skills pupils should be helped to develop and to improve*

Reading for enjoyment and for information

Using oral and written expression for practical purposes and for creative expression

Group skills and ways of working constructively in groups

Arithmetical understandings and manipulation of mathematical concepts

Physical and co-ordinative movements

Critical thinking and problem-solving techniques

This list was mimeographed on colored paper and placed in each classroom so that the teacher might refer to it with ease throughout the school year.

As we were compiling the list, we studied our community to discover its resources and considered how we might use each resource in guiding the children in our classes toward these goals during the coming year. We found that many community agencies and people were eager to provide services and materials. All the information collected was shared by all members of the entire group. And each teacher received a mimeographed list of the resources. This list was also given to the teachers who were not members of the summer committees.

With increased confidence which we had developed as a result of our new understanding of children, our community, and our objectives, we undertook the preparation of a unit of work describing a sequence of learning experiences for children. We suggested in this unit many ways of teaching how people live in the Eastern Hemisphere. We organized the unit in two different sequences and provided each teacher opportunity to choose what she believed might be used to best advantage in meeting the needs of the children she was teaching.

A schedule for using films was made by a teacher committee. In making the schedule the committee tried to plan maximum use of the films that were available. The group suggested ways of co-ordinating elective shop and homemaking activities with the activities that were suggested for use in developing the unit.

Before the summer session closed we made plans for completing our task. We agreed to evaluate our planning of the unit in monthly grade-group meetings. We needed to appraise our projected plans in relation to the activities that would take place in the classroom. We wanted to study our reading programs in relation to the social studies experiences. We needed to reach common agreements regarding the purposes of required reading and of reports by pupils of what they have read. We particularly needed to consider the value of the tests and other means employed in evaluating children's growth toward the objectives established. Our work for the school year was thus planned. We had units we would use in conducting our social studies programs.

During the school year, many efforts were made to extend co-operative planning in the classroom. Each teacher kept a log of weekly plans and records of questions raised by the children in his group. Children were frequently asked to write their reactions to such questions as: "What did we do this week that was of most interest to you?" and "What questions do we need to consider next?"

#### THE STUDY AS SEEN BY ONE SEVENTH-GRADE BOY

The following description is based on questions and summaries of information prepared by the pupils in one class and includes a summary of the experiences written by one seventh-grade boy.

As I walked into the classroom on the first day of school, I noticed a number of different things. Next to the door was a bulletin board with pictures of people from different parts of the world. Some pictured workers in the sugar cane fields of Mexico. One showed a man from Norway mending a fishing net; in another a man was hoeing in a vineyard. An Oriental woman was weaving what looked to me like place mats, for we have some just like them at home.

Tom called me over to look at a large table near the windows where many articles were displayed that we see and use every day. Above the display was printed "Daily Dependence on People from All Parts of the World" and a newspaper labeled "Newsprint from Canada." I don't remember everything but on the table were coffee beans, woolen goods, metal goods, models of foreign cars, samples of many kinds of wood, trinkets, tea leaves, herbs, silverware, and leather goods. I was interested in the foreign cars, especially the English Jaguar. Tommy was trying to read the engraving on the silverware because his father had worked in a factory in Sweden where stainless-steel ware was made.

In another corner there were many books about people from many lands. Tommy and I got to talking and we agreed that it looked like we would be studying about people of other countries this year.

Just as the teacher was calling us to order, I had walked to the bulletin board. There were clippings from the newspaper about materials and people from Europe and Asia. Tommy was looking at a Scandinavian song and was trying to play it on the auto harp.



Our teacher, Mr. Smith, called us together and we took our seats. He asked us about what we had seen, what had interested us most and why. Tom told about his father making stainless-steel utensils. Elsie was interested in the goods from England because her mother was born there and had worked in the mills. Henry Ito, of course, knew a lot about the goods from Japan.

We soon began to talk about the people we knew from these parts of the world and how some of our ancestors and even some of our parents had lived in other countries. Many became interested and said that they would like to tell the others in the class about the places from which their families came.

We agreed to go home that night and talk with our parents about our family backgrounds. Some of us didn't know about our ancestors; some of us were not sure; and many of us wanted to know more about our families.

The next day was exciting because we all had a chance to talk about our families and listen to others tell of theirs. I told how for the past four generations my family had lived right here in Hawthorne. We think that the family came west over the Oregon Trail and down into California many years ago. Jimmy's family had lived in California for five generations and originally had come to the west coast by boat around the Horn. It seemed that a lot of our families had lived in California for quite awhile.

Henry told how his grandfather worked in the city of Osaka which we learned is a large manufacturing center. His grandfather worked in a spinning mill, and many of the textile products that he made were shipped to this country. We were surprised to find that many of the raw materials that they used in textile manufacturing are shipped to them from the United States.

Sarah was eager to tell us about her father's job in a toy factory in Germany. We listened with interest as she told about the trains and cars that work by remote control.

As the members of the class talked, I was surprised to find that so many of us and our families came from different parts of the world. It was interesting to hear about the different ways people live in other countries from people who had been there. I didn't realize that our community was made up of people from so many places. I hadn't stopped to think before how we depend in many ways on people from all over the world.

All of us said that we would like to know more about the people living in Hawthorne, where they came from, and something about the places from which they came. To do this, Mr. Smith helped us to organize into small groups to talk over what we would like to know and how we might find out. We chose the class members with whom we would like to work and almost everyone had some good ideas.

After we had all met and talked in small groups, Mr. Smith called us together as a class to discuss what each group had discussed. We decided to make two charts, one to list what we would like to know about the people of our community and the other to list some ways of finding answers to our questions. So many good ideas were expressed that the recorders couldn't keep up with us.

When we finished, our charts contained many suggestions like these:

#### QUESTIONS ABOUT PEOPLE IN HAWTHORNE

1. What different nationalities are represented in our city?
2. Why did these people come to Hawthorne?
3. How did they get here?
4. What languages are spoken in their homes?
5. Do they do the same kind of work in Hawthorne that they did in their former country?
6. Are goods from these countries sold in Hawthorne?
7. What type of money did they use in the old country?
8. Do they have relatives in the old country?
9. Did the government object to their coming to Hawthorne?

How can we find answers to our questions?

1. Divide our community into sections and interview people in each section.
2. Organize a questionnaire and use it to interview people.
3. Call people on the telephone.
4. Use our local government and Chamber of Commerce.
5. Write letters to individuals and organizations.
6. Invite people to talk to the class.
7. Use newspapers, magazines, listen to radio and TV.

We divided the questions and had each of several small groups select the questions it wanted to answer. Each group selected the questions that seemed to interest its members most. We talked about the way our group would answer its questions. The idea of going to the

Chamber of Commerce seemed good. Nancy suggested that we might visit the school district administration office to help answer our questions. I had the task of making an appointment with an official at the City Hall. Other members of our group also accepted jobs that we had to do to get the information we needed. Mr. Smith said he would help us to get certain information or would provide us with some materials to study if we had difficulty with our job.

Mr. Smith called all the groups together after a little while and each group reported how it was going to work. One group, other than ours, had planned to go to the Chamber of Commerce, so we agreed that it might be better if the two groups planned together so that only one trip would be made to get the information needed by each of the groups. During this discussion, we found several instances in which two or more groups had made the same plans. We therefore planned together for many of our interviews, telephone calls, and written requests. This was exciting because each of us had a job and everyone of us had a chance to go out and ask people for the information we needed.

Soon George and I visited the Chamber of Commerce and talked to the President. He said there was no record of the people who have come to Hawthorne from other countries but that in applications made for membership in the Chamber he had read statements which led him to believe that many people from all over the world lived in Hawthorne. He even mentioned a few friends of his who were from Italy and Germany, and said that we might talk with them. He also suggested that the nearby junior college had an international relations organization which might be able to give us some information. This seemed like a good idea.

We went back to our group and reported what we had done. Others in the group had also been working and some of them had been having trouble. We helped them, but on a few questions we had to ask Mr. Smith for help. We wrote these questions on a piece of paper and gave them to him later in the period. Later in the day he spent some time discussing them with us.

Someone asked Mr. Smith if we could meet again as a class and talk over what we had found. He said "yes." In this meeting some of us gave progress reports on what our groups had accomplished. Joe suggested that we make a big map and keep track of the places in the world we talked about. He thought we might use a legend to help point out things on the map that we would like others to know. He thought a

map of the world would be good. We all agreed. This way we could see how near or far away the places were.

We had a lot of fun working in our groups. Sometimes we didn't get much done and Mr. Smith had us talk about how we work in groups and the responsibility of each member. Sometimes we worked hard and learned many new things as we talked and shared what we read with each other.

At one time, we began to figure how far the countries we were studying were from Hawthorne, what would be the best way to get there, how long it would take, and how much it would cost. The group studying questions about money asked us to figure how much French and German coins or bills were worth in United States moneys. We had to use fractions and decimals which are sometimes hard to figure. Mr. Henkle who lives in Hawthorne visited our class to help us. He said our problem was a common problem to many of the people living in Germany who had to use American dollars.

I guess the most fun came when each group reported the answers to their questions. We had talked about how the groups could organize and present information. Each group could choose the way of reporting that seemed best. We had to listen and laugh at the same time when Betty's group put on a skit telling about the language spoken in the homes in Hawthorne. Joe's group didn't even have to move to the front of the room. They had prepared their report on the tape recorder when they had worked with Mr. Smith the day before. Nan's group had put up some bulletin boards showing goods from foreign lands that are sold in Hawthorne. Naturally, I think our group did the best job. We had taken a lot of time to make our map that showed Hawthorne and the Eastern Hemisphere. We stretched pieces of colored yarn from Hawthorne to the countries in which different people who now live in Hawthorne once lived.

Another group, interested in relatives back in the old country, read a story about a boy who had come to the United States and was homesick for his own country. The group had become interested in this book when Mr. Smith talked about it and had read parts of it to the class. He had many books on people of the world and often read to us about boys and girls from different parts of the world. The group told us that many people living in Europe are unable to come to this country. They have many problems that they must overcome first. Some of these problems were mentioned in the book the committee had read. Many of

their problems, such as getting money and finding jobs, are the same as ours, but others are different. People in some countries worry about food, the things they can say, and the things they want to do. The group's report interested many of us in reading about people from other lands and something of their lives.

As we talked about the many people from other places who now live in our community, we learned many new and interesting facts. The more we talked, the more questions came to our minds. It seemed that after each report, someone asked a question that the committee could not answer. Mr. Smith asked someone to write these questions on a chart because we might want to use them later.

The day after our group reports were finished, Mr. Smith wrote on the chalk board, "Hawthorne is influenced by the rest of the world." He asked us to write what we thought about this statement. He said that some of the questions we had talked about in our groups or heard about in our reports would give us many ideas. It was fun doing the writing because we could say what we wanted and we knew a lot about the topic.

Afterwards, some read their papers or parts of them to the class. We discussed different ideas and wrote on a chart statements on which the class agreed. The following statements were on the chart:

Hawthorne is influenced by the rest of the world because

1. Hawthorne is made up of many people from all over the world.
2. The work which people do affects their way of living.
3. People do not change suddenly when they come to this country; they bring their customs with them.
4. People are coming to many cities in the United States, not only Hawthorne.
5. People look toward the United States because of its freedom and they want to come here.
6. We should try to understand different people and know something about why they are like they are.
7. People from other lands often don't understand us and we should try to help them.
8. Many of the jobs that people had in foreign countries are similar to ours.
9. People in other countries are interested in making a living to support their families and provide homes.



Many members of the class were eager to go ahead with new questions and could hardly wait to start. Before we did, however, the chairman of the groups led a discussion of how to work in groups. They told us why group work sometimes was slow and why everyone needs to help. We all agreed that we were doing better than when we had first started. We made a list of some of the things we might particularly watch as we worked on our next questions.

As we looked at the questions on our charts, we saw that all were about countries of the Eastern Hemisphere. We decided to study this area as a whole. We had already begun this with our large map as we worked in groups studying our community, but we needed to know more about the geography, climate, seasons, and weather of different parts of the Eastern Hemisphere.

Some of the girls and boys brought in newspaper and magazine articles telling about storms and weather conditions in different countries. We were particularly interested in the mountain climbing expedition in the Himalayas. Some followed the first polar flight which started from our Los Angeles International Airport nearby. We used books, maps, globes, and films to learn more about the Eastern Hemisphere as a whole.

As we brought in and shared information about weather and climate, we saw the part it plays in our lives. We decided we would like to know more about what causes different climates and weather and what influences seasonal changes. We discovered that man and other animals are affected by weather and climate in many ways. We studied man's attempts to understand and influence the causes of weather and climate. We also learned how plants and animals are adapted to the region where they live and how man has to use the natural resources of a region to improve his ways of living. Because natural resources are so precious, we agreed to practice conservation everywhere we went.

We had a chance to do a lot of interesting things. Working in groups or by ourselves, we did experiments to discover the effects of flood and erosion, visited a weather station, planted a garden, and invited speakers to talk to us about smog and flood control. We often wrote letters for information and made reports of our findings. We weighed certain items measured others, and figured out certain problems as we drew charts and prepared graphs showing the amounts of rainfall and the weather conditions in various parts of the world.

Since our new questions dealt with many parts of the Eastern Hemisphere, we divided the hemisphere into regions to consider one at a time. Our questions fell into three geographical regions, Europe, Africa and Asia Minor, and the Far East. Since a majority of the class's ancestry had originated in Europe and since many of our findings about the community related to Europe, we chose to begin with the study of this region first. Almost everyone wanted to know more about Sweden, England, Italy, and Germany. Many girls and boys had preference for a particular country, and Mr. Smith encouraged us to select the country of greatest interest to us.

Questions asked by the entire class were studied in small groups and this study quickly led to other questions. The class suggested many ways that each group might find answers similar to the ways in which we had found answers for our questions about the community.

Throughout our study, we frequently reported back to the class. One group often was able to help others locate sources of information which was needed. Mr. Smith would ask us to write or discuss questions about comparisons and likenesses of these countries and ours.

Many times the class worked together as Mr. Smith helped us in writing letters, doing arithmetic, or improving our reading and vocabulary. Our group had difficulty understanding graphs and maps and Mr. Smith helped us to understand them. Mr. Smith and the class worked hard, too, on learning how to take notes for written and oral reports. We ended our study of Europe with various types of reports by the committees.

Some of the facts we had gathered were organized and summarized on charts to be used by the class in comparing Europe to the other two regions of the Eastern Hemisphere.

Many times throughout the year we would take time to discuss what we had learned about working in groups and how we could make our work periods operate more smoothly. We also talked about better methods of presenting our information to the whole group in our reports.

Mr. Smith read to us from many interesting books about children of our own age. Some of the stories he read had no endings and he left it to us to finish them. We would put ourselves in the other person's place and act out what we thought they would feel or say. It was fun, and many times we found several different endings that were equally good.

Many day-by-day problems that some of us have were brought up and discussed in the classroom. At different times, we talked about helping newcomers to our school, getting along with other girls and boys, having fun at parties, and improving our personal appearance.

You can see that we were busy throughout the year. Now it seems a long time ago that Tom and I first walked into Mr. Smith's room. Since then we have had a lot of fun and learned many things too. We had fun because we were able to work with other girls and boys in the class on questions and subjects that interested us. We liked being able to talk about our problems and we liked having others in the class help us solve them.

## PARENTS ARE IMPORTANT IN THE EDUCATION OF YOUNG ADOLESCENTS<sup>1</sup>

STELLA BROHOLM, Principal, York School, Hawthorne

Mrs. Moore turned to her friend Mrs. Peel as they left the study group that was sponsored by the parent-teacher association and said, "*Meeting the Needs of Adolescents* was certainly a good film, and should give us some help with Tom and Jean." Mrs. Morgan was talking to another mother about the weekly television program, *How Children Grow*, and the discussion that had just taken place in the meeting. She was saying, "Isn't it fortunate that Dr. Jones, our psychologist from the office of the county superintendent of schools, has been able to meet with us? Even though we could view the program at home alone it's so good to meet in a group and learn that others have similar problems. It helps to have an expert there to summarize our discussion and to bring out all sides of every question."

### A VARIETY OF ACTIVITIES ATTRACTS PARENTS TO PARTICIPATE

The television series is just one of the many occasions when Mrs. Moore and Mrs. Peel come to Hawthorne Intermediate School to learn more about their children. Once a month they and other representatives of the parent-teacher associations of other schools in the district meet with the school's administrators as the Parent-Advisory Council. This Council was organized more than 10 years ago to help parents understand modern education. The Council also acts as an advisory group in formulating school policies and takes leadership in co-ordinating school and community resources so they will most effectively

<sup>1</sup> This report is partially based upon notes of a presentation by Mrs. June Carson and Mrs. Nan Ashdown at the California School Supervisors Association, Long Beach, October 1955. Mrs. Carson and Mrs. Ashdown are past presidents of the Hawthorne Intermediate School Parent-Teacher Association. Mrs. Ashdown is currently a member of the Board of Education, Hawthorne School District.

further the children's best interests. The Council has been active in interpreting the school's financial needs to the community, in encouraging widespread participation in school plant planning, and in extending the community's recreational and health services.

#### PARENTS HELP CHILDREN TO BRIDGE THE GAP

In Hawthorne Intermediate School children are given experiences that help them to bridge the gap between the elementary school and the high school. Adults do not always recognize the impact of changing schools upon children. Parents play an important part in this transition by their understanding of the child's anxieties and anticipations regarding the new school. Mrs. Moore had been surprised when the question of anxieties and expectations was discussed in the mothers' group last year. The sixth grade teachers had reviewed the children's written and oral comments about their expectations regarding the intermediate school. Comments disclosed many worries about stricter teachers, harder work, and different class schedules, and the belief that eighth grade children were demanding and unfriendly toward the children entering the seventh grade. However, to many children, the intermediate school seemed to promise a magical personal change expressed as "They'll make me concentrate more," "I'll make better grades," or "I hope I can make lots of friends." Most children were looking forward to new experiences in shop work, sports and clubs, and to increased independence in social activities. When parents are sensitive to the fact that such anxieties and hopes exist they are able to help their children face change with equanimity. Their role as individuals and in a group is exceedingly important in helping children become oriented in a new school.

Although enrolled in different elementary schools, Tom and Jean, like others in Hawthorne Intermediate School, learned to know each other through the school camping program in which all sixth grade children participated. One spring the parent-teacher associations and school officials planned for the chil-



dren's parents to spend a week-end in the camp. Friendship between the children's parents was further cemented when all parents of outgoing sixth grade children were invited to a tea by the Hawthorne Intermediate School mothers' group. They had visited classrooms, the shop and homemaking centers, had seen exhibits of children's products, and had met many of the intermediate school teachers.

Shortly after school begins in the fall at Hawthorne Intermediate School, each teacher invites all parents of children in his class to a group conference. In this conference, the teacher gets acquainted with the parents and discusses with them the curriculum planned for their children. Like many mothers, Mrs. Peel was particularly pleased that the group conference was held as part of the Parent-Teacher Association's October meeting. Through that combined program, her husband became interested in attending the regular meetings of the association. When their daughter Jean came home one November afternoon with her teacher's request for an individual conference, her father immediately asked, "Could your teacher make that appointment for some evening so that I may attend too?"

Jean's teacher, like the others in the district, holds regularly scheduled conferences with the parents of each member of the class. In class discussions the children are helped to understand the purpose of the conferences and to suggest questions of interest to their parents. Many teachers ask each child to fill out an interest and personal information report as preparation for the conference. Sometimes the child is invited to attend part of the conference of the teacher and his parents to describe for all his progress and his plans for improvement. During the years that such conferences have been used as part of the reporting program, the number of conferences attended by both the child's mother and father has increased steadily.

A report on the form that follows supplements the group and individual conferences as part of the co-operative teacher-parent report plan.

**Your Child's Growth Record**  
**HAWTHORNE ELEMENTARY SCHOOLS**  
**7th and 8th Grades**  
**HAWTHORNE, CALIFORNIA**

Dear Parent or Guardian.

This is a report of the school's estimate of \_\_\_\_\_ growth in character, understandings, and skills essential to democratic citizenship.

It is intended to indicate how your child is progressing according to his own abilities and is not intended to compare him with other children in the same room or the same grade. It indicates how well the teacher thinks your child has progressed toward the goals that were agreed upon in the parent-teacher conferences.

Sincerely yours,

OLIVER McCAMMON,

District Superintendent.

Pupil's Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Principal \_\_\_\_\_

Teacher \_\_\_\_\_

School Year September \_\_\_\_\_ 195 \_\_\_\_\_ to June \_\_\_\_\_ 195 \_\_\_\_\_

\_\_\_\_\_ is assigned to the \_\_\_\_\_ grade.

\_\_\_\_\_  
Teacher

	FEBRUARY REPORT			JUNE REPORT		
	Doing His Best	Improving But Not His Best	Greater Effort Needed	Doing His Best	Improving But Not His Best	Greater Effort Needed
<b>KEEPING HEALTHY IN BODY AND MIND</b>						
Learning and practicing how to keep well						
Showing evidence of sufficient rest and nutritious food						
Facing problems and accepting suggestions						
Using self-control						
Practicing good safety habits						
Showing interest in playing and exercising						
<b>GETTING ALONG AT SCHOOL</b>						
Helping others and respecting their rights						
Respecting authority and accepting criticism						
Getting along with others in work and play						
Contributing to class discussions as listener and as speaker						
Assuming his share of responsibility						
Developing the common courtesies toward others						
<b>FORMING GOOD HABITS OF WORK</b>						
Getting down to work quickly						
Following directions carefully						
Making good use of time, materials, books, etc.						
Finishing tasks assigned and begun						
Reasoning independently						
Showing a desire to improve						
<b>LEARNING SKILLS AND INCREASING UNDERSTANDINGS</b>						
Reading with reasonable speed						
Reading with understanding						
Expressing ideas clearly when speaking						
Expressing ideas well in written work						
Spelling words correctly in written work						
Writing neatly and legibly						
Using correct punctuation, capitalization, etc.						
Mastering the fundamentals in arithmetic						
Understanding and solving arithmetic thought problems						
Learning how democracy works						
Learning about his community and the world						
Working with science materials						
Showing interest in reading good books						
<b>DEVELOPING ARTISTIC ABILITIES</b>						
Recognizing and appreciating beauty						
Taking part in group singing						
Using art materials to express ideas						
Taking part in dramatic plays						
Reading aloud with expressive feeling						
Creating stories, poems, and plays						
Enjoying the artistic work of others						
Showing interest in school environment—trying to improve it						
<b>SPECIAL INTEREST ELECTIVE</b>						
First semester						
Second semester						
Your child was not expected to do those things not checked.						

## Report on Attendance

Days Present \_\_\_\_\_

Days Absent \_\_\_\_\_

Times Tardy \_\_\_\_\_

FEBRUARY	JUNE

Unit of Work \_\_\_\_\_

## Things for Parents to Consider

1. Does your child have 10 to 12 hours sleep each night?
2. Does he have frequent dental care?
3. Does he have at least an annual physical check-up?
4. Does he eat a good breakfast?
5. Does he have a quart of milk daily?
6. Does he go to movies on evenings before school days?
7. Does he have too many outside activities, clubs, music, dancing, etc.?
8. Does he spend his leisure time for a good purpose?
9. Does he spend money wisely?
10. Does he have a library card? Does he use it frequently?
11. What magazines does he read?
12. Does he have a good hobby?
13. Does he have regular home duties?

Teacher's Comments: \_\_\_\_\_

Date \_\_\_\_\_

Parent's Reply: \_\_\_\_\_

Date \_\_\_\_\_

Parent

Because of the young adolescents' increasing maturity and urge to secure independence, most teachers encourage the children to take an active part in making this report. After the group discusses the class activities in relation to the items of the report card, each child marks his own card. His evaluation is compared with the teacher's, and the child and teacher together review some of the specific incidents on which the evaluation is based. Such procedures help children to feel increasingly mature and independent, to interpret school experiences to their parents, and to understand their own abilities and needs. For instance, in discussing her report with her mother, Jean said that she and her teacher had not agreed upon her progress in "making good use of time, tools, and materials." After a conference with the teacher, however, Jean recalled that her committee had had difficulty in planning a map of Europe. She acknowledged that she could have helped more and expressed her resolve to "get down to work faster next time."

#### PARENTS AND TEACHERS WORK TOGETHER ON MANY PROBLEMS

Now that Tom and Jean are in the eighth grade, their mothers find themselves taking an active part in their children's school life. They met one day last summer with the principal, teachers, and other parent-teacher association representatives to make tentative plans for association programs. This district-wide planning has resulted in more interesting programs and in increased attendance at monthly parent-teacher association meetings. Although films are shown, recordings played, and guest speakers are heard at some meetings, the children, teachers, and parents take an active part in most of the meetings. At a recent meeting, for instance, a panel of teachers and parents discussed the implications of unsigned responses by seventh grade children to such questions as "Why I don't always do my best work" and "When I don't do well in school, my mother \_\_\_\_". At another meeting, a group of parents discussed "What children think of as an ideal parent." Much interest and surprise



was expressed when their comments were compared with the unsigned statements that were written by the eighth-grade children. Co-operative planning leads to meetings which help parents, children, and teachers to understand and appreciate one another.

Mrs. Moore is acting as one of several parent consultants to a group of teachers preparing materials to be used with young adolescents on family life education. Other parents are assisting by reviewing films, preparing community exhibits of children's work, supervising educational study trips, or in sponsoring youth conferences and community-school social affairs. In getting together to work the parents frequently talk about their children. Through these talks they deepen their understanding of their children's needs, learn to get satisfaction from their children's accomplishments, and find ways in which they can help to enrich the educational opportunities offered their children.

O

The purpose of this study was to determine the effect of the use of the "new" type of X-ray film on the quality of the X-ray image. The study was conducted in a hospital X-ray department. The "new" type of X-ray film was compared with the "old" type of X-ray film. The results of the study showed that the "new" type of X-ray film produced a better quality X-ray image than the "old" type of X-ray film. The "new" type of X-ray film was found to be more sensitive to X-rays than the "old" type of X-ray film. This means that the "new" type of X-ray film required less exposure time than the "old" type of X-ray film. The "new" type of X-ray film also produced a better quality X-ray image than the "old" type of X-ray film. The "new" type of X-ray film was found to be more resistant to fading than the "old" type of X-ray film. This means that the "new" type of X-ray film produced a better quality X-ray image that was more resistant to fading than the "old" type of X-ray film.

#### Effect of the Use of the "New" Type of X-ray Film on the Quality of the X-ray Image

The purpose of this study was to determine the effect of the use of the "new" type of X-ray film on the quality of the X-ray image. The study was conducted in a hospital X-ray department. The "new" type of X-ray film was compared with the "old" type of X-ray film. The results of the study showed that the "new" type of X-ray film produced a better quality X-ray image than the "old" type of X-ray film. The "new" type of X-ray film was found to be more sensitive to X-rays than the "old" type of X-ray film. This means that the "new" type of X-ray film required less exposure time than the "old" type of X-ray film. The "new" type of X-ray film also produced a better quality X-ray image than the "old" type of X-ray film. The "new" type of X-ray film was found to be more resistant to fading than the "old" type of X-ray film. This means that the "new" type of X-ray film produced a better quality X-ray image that was more resistant to fading than the "old" type of X-ray film.

## ADVISORY BOARD, 1956-57

- MRS. MAUDE ANDERSON, Teacher, Kate Kennedy School, San Francisco City Unified School District
- SYBIL ANDERSON, Consultant, Martinez Elementary Schools
- CHARLES E. BURLESON, Assistant Professor of Physical Science, San Francisco State College, and President, Elementary School Science Association, Northern California
- CHARLOTTE CRABTREE, Demonstration Teacher, University Elementary School, University of California, Los Angeles
- MRS. GENEVA B. DANIEL, Principal, Lincoln Elementary School, Willowbrook
- MRS. KATHRYN B. DRURY, Consultant in Elementary Education, Office of the County Superintendent of Schools, Butte County
- MRS. THELMA M. EPLEY, Instructor, Occidental College, and President, Elementary School Science Association, Southern California
- MRS. LARUE FOSTER, Teacher, San Lorenzo Elementary School, Felton
- ELLA MAE HELDER, Principal, Grand View Boulevard Elementary School, Los Angeles, and President, California Association for Childhood Education
- LEILA LILE, Teacher, Lincoln Elementary School, Hanford
- HOMER J. LOWE, Professor of Biological Sciences and Education, Chico State College
- MARGUERETTE V. MACMILLAN, Principal, Thomas Edison Elementary School, Santa Monica
- MRS. FRANCES MCCLINTOCK, Teacher, Upper Lake Union School
- JULIAN A. MCPHEE, President, California State Polytechnic College
- MRS. ELLEN NEWSOM, Principal, Choice Valley School, Cholame
- ROBERT D. SCOLES, Supervisor of Outdoor Education, Bellflower City School District, and President, Association for Outdoor Education
- MRS. GLENN ELLEN SCOTT, President, California Congress of Parents and Teachers, Inc., Salinas
- MRS. URIEL SHIELDS, Consultant in Elementary Education, Stockton City Unified School District, and President, California School Supervisors Association
- MRS. ALTON C. WAGNER, Director of Curriculum and Guidance, East Whittier City Elementary School District
- J. MARTIN WEBER, Education Consultant, Office of the County Superintendent of Schools, Sacramento County
- JOE H. WEST, Dean of Educational Services and Summer Sessions, San Jose State College
- JOHN C. WHINNERY, Superintendent of Schools, Montebello, and President, California Association of School Administrators
- FRANCIS J. WHITE, Superintendent, Woodlake Union Elementary School District, Woodlake, and President, California Elementary School Administrators Association
- BLAINE WISHART, Superintendent of Schools, El Dorado County
- GERTRUDE E. WOOD, Research and Guidance Consultant, Office of the County Superintendent of Schools, Los Angeles County
- HAROLD C. YOUNGBERG, Director of Music Education, Oakland City Unified School District, and President, California Music Educators Association

